

## Tamkang University Academic Year 104, 2nd Semester Course Syllabus

Course Title	BRITISH HISTORY	Instructor	EVAN LAMPE
Course Class	TAHXB3A DEPARTMENT OF HISTORY, 3A	Details	<ul style="list-style-type: none"> <li>◆ Required</li> <li>◆ 2nd Semester</li> <li>◆ 2 Credits</li> </ul>
<b>Departmental Aim of Education</b>			
<p>I. To train students in the study of history and the uses of historical knowledge.</p> <p>II. To develop historical thinking skills with objectivity and independent judgment.</p> <p>III. To provide information on career opportunities in various levels of Government service, teaching, cultural interpretation, and the administration of historical documents and local history.</p>			
<b>Departmental core competences</b>			
<p>A. To foster students with humanities and basic capability of collecting historiography.</p> <p>B. The basic ability to interpret, organize and utilize historical materials, such as pictures, documents.</p> <p>C. Based on different historical fields, learning relevant domain knowledge and skills.</p> <p>D. To develop the basic ability of fieldwork and using historiography.</p>			
<b>Course Introduction</b>	<p>A survey of British history from the reign of George I to the present. This course will focus on the impact of industrialization, empire, and war on the British isles. Topics include the decline of the nobility and monarchy, the wars for empire against France, the emergence of British imperialism, the struggle against empire in the Americas, British imperialism in Africa and Asia, the world wars, the industrial revolution, the emergence of the British working class, struggles for independence of Scotland and Ireland, the Great Depression, post-war Britain, and contemporary Britain.</p>		

## The Relevance among Teaching Objectives, Objective Levels and Departmental core competences

I. Objective Levels (select applicable ones) :

- (i) Cognitive Domain : C1-Remembering, C2-Understanding, C3-Applying,  
C4-Analyzing, C5-Evaluating, C6-Creating
- (ii) Psychomotor Domain : P1-Imitation, P2-Mechanism, P3-Independent Operation,  
P4-Linked Operation, P5-Automation, P6-Origination
- (iii) Affective Domain : A1-Receiving, A2-Responding, A3-Valuing,  
A4-Organizing, A5-Characterizing, A6-Implementing

II. The Relevance among Teaching Objectives, Objective Levels and Departmental core competences :

- (i) Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objective. Each objective should correspond to the objective level(s) of ONLY ONE of the three domains.
- (ii) If more than one objective levels are applicable for each learning domain, select the highest one only. (For example, if the objective levels for Cognitive Domain include C3, C5, and C6, select C6 only and fill it in the boxes below. The same rule applies to Psychomotor Domain and Affective Domain.)
- (iii) Determine the Departmental core competences that correspond to each teaching objective. Each objective may correspond to one or more Departmental core competences at a time. (For example, if one objective corresponds to three Departmental core competences: A, AD, and BEF, list all of the three in the box.)

No.	Teaching Objectives	Relevance	
		Objective Levels	Departmental core competences
1	1. Describe the major people, events, and ideas of the history of the British islands, since 1714	C2	B
2	Identify the major transformations in British culture, politics, economics, and society since 1714.	C4	BC
3	Evaluate and interpret the impact of the British empire on North America, Africa, Asia, and Europe.	C4	BC
4	Evaluate the impact of industrialization on the British people.	C4	BC
5	Summarize the English monarchy and political system under the Hannoverians.	C4	BC
6	Describe the impact of modern warfare on the lives of the British people	C4	BC
7	Improve English speaking, writing, and reading.	C6	B
8	Gain experience writing historical essays and other projects.	C6	B

### Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	1. Describe the major people, events, and ideas of the history of the British islands, since 1714	Lecture, Discussion	Report

2	Identify the major transformations in British culture, politics, economics, and society since 1714.	Discussion, Simulation	Report
3	Evaluate and interpret the impact of the British empire on North America, Africa, Asia, and Europe.	Lecture, Discussion, Simulation	Report
4	Evaluate the impact of industrialization on the British people.	Discussion, Simulation	Report
5	Summarize the English monarchy and political system under the Hanoverians.	Lecture, Discussion, Simulation	Report
6	Describe the impact of modern warfare on the lives of the British people	Lecture, Discussion, Simulation	Report
7	Improve English speaking, writing, and reading.	Simulation, Practicum	Report, Research
8	Gain experience writing historical essays and other projects.	Simulation, Practicum	Report, Research

This course has been designed to cultivate the following essential qualities in TKU students

Essential Qualities of TKU Students	Description
◆ A global perspective	Helping students develop a broader perspective from which to understand international affairs and global development.
◆ Information literacy	Becoming adept at using information technology and learning the proper way to process information.
◇ A vision for the future	Understanding self-growth, social change, and technological development so as to gain the skills necessary to bring about one's future vision.
◇ Moral integrity	Learning how to interact with others, practicing empathy and caring for others, and constructing moral principles with which to solve ethical problems.
◆ Independent thinking	Encouraging students to keenly observe and seek out the source of their problems, and to think logically and critically.
◇ A cheerful attitude and healthy lifestyle	Raising an awareness of the fine balance between one's body and soul and the environment; helping students live a meaningful life.
◇ A spirit of teamwork and dedication	Improving one's ability to communicate and cooperate so as to integrate resources, collaborate with others, and solve problems.
◇ A sense of aesthetic appreciation	Equipping students with the ability to sense and appreciate aesthetic beauty, to express themselves clearly, and to enjoy the creative process.

#### Course Schedule

Week	Date	Subject/Topics	Note

1	105/02/15 ~ 105/02/21	February 17: Course Introduction	
2	105/02/22 ~ 105/02/28	February 24: Society of Eighteenth Century Britain	
3	105/02/29 ~ 105/03/06	March 2: English Politics and Political Values	
4	105/03/07 ~ 105/03/13	March 9: The Hannoverian Kings	
5	105/03/14 ~ 105/03/20	March 16: The British Enlightenment	
6	105/03/21 ~ 105/03/27	March 23: War and Revolution in the Atlantic	Short Paper One Due: Summary
7	105/03/28 ~ 105/04/03	March 30: The Politics of Reaction in the Early Nineteenth Century	
8	105/04/04 ~ 105/04/10	April 6: NO CLASS	
9	105/04/11 ~ 105/04/17	April 13: Victorian Politics	Short Paper Two Due: Compare and Contrast
10	105/04/18 ~ 105/04/24	Midterm Exam Week	
11	105/04/25 ~ 105/05/01	April 25: Victorian Society and Politics	Research Paper Proposal Due
12	105/05/02 ~ 105/05/08	May 4: Imperialism in Africa and Asia	Short Paper Three Due: Analysis
13	105/05/09 ~ 105/05/15	May 11: Crisis and Confidence at the Peak of the British World Order	
14	105/05/16 ~ 105/05/22	May 18: Turn of the Century British Society	Research Paper Outline Due
15	105/05/23 ~ 105/05/29	May 25: Great Britain in the World Wars	
16	105/05/30 ~ 105/06/05	June 1: Cold War Britain and the Welfare State	
17	105/06/06 ~ 105/06/12	June 8: Modern and Contemporary Britain	Research Paper Due Attendance and Participation Report Due
18	105/06/13 ~ 105/06/19	Final Exam Week	
Requirement		Short Paper 1: Summary 15%	
		Short Paper 2: Compare and Contrast 15%	
		Short Paper 3: Analysis 15%	
		Research Paper Proposal 5%	
		Research Paper Outline 10%	
		Research Paper 20%	
		Attendance and Discussion 20%	

Teaching Facility	Computer, Projector
Textbook(s)	Ellis Wasson, A History of Modern Britain, 1714 to the Present. Wiley-Blackwell, 2010. ISBN: 978-1-4051-3936-6 Wasson, ed. Sources and Debates in Modern British History, 2012. ISBN: 978-1-4443-3371-8
Reference(s)	
Number of Assignment(s)	6 (Filled in by assignment instructor only)
Grading Policy	<ul style="list-style-type: none"> <li>◆ Attendance : 20.0 %</li> <li>◆ Mark of Usual : %</li> <li>◆ Midterm Exam : %</li> <li>◆ Final Exam : %</li> <li>◆ Other &lt; Essays/Research &gt; : 80.0 %</li> </ul>
Note	<p>This syllabus may be uploaded at the website of Course Syllabus Management System at <a href="http://info.ais.tku.edu.tw/csp">http://info.ais.tku.edu.tw/csp</a> or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at <a href="http://www.acad.tku.edu.tw/CS/main.php">http://www.acad.tku.edu.tw/CS/main.php</a> .</p> <p><b>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</b></p>